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SUCCESSION AND PERSPECTIVES IN PROFESSIONAL TERMINOLOGY IN THE SYSTEM OF HIGHER EDUCATION

There is reformation in the modern educational system of high schools and establishments of higher education that leads to revision of the content of individual disciplines and in consequence to the consideration of their concept-terminological apparatus.

Consequently, the **aim of the scientific research** is to describe the succession and perspectives in professional terminology in the system of higher education.

One of the main tasks of the future specialists is the reformation of their language competence starting from the secondary school. Dealing with the terminology in the system of professional training of philological and non-philological specialities takes an important place. Nevertheless, a skillful proficiency in a proper branch of terminology is one of the main indicators of professional proficiency of the personality.

Many scientists (Vashulenko M., Karaman S., Matsko L., Shelehov G., Palamar L., Pentylyk M., Skurativsky L., Ogar E., Artykutsy N., Kostrytsya N., Misnyk N., Shlyahov V and etc.) pay attention to the problem of language competence formation and terminology. The result of it is a publication of textbooks and manuals that focus on working with the terminology [3].

Term (lat. *Terminus* – limit, end) – a word or word combination used to describe the concept of a particular branch or a human activity [4].

Terminology – 1) the branch of linguistics that studies terms; 2) complex of terms of a particular language or particular branch [4].

One of the leading places of didactics belongs to the principle of succession. It provides close connection between two levels of education: secondary and high. The formation process of students' terminological skills is included as well. The realization of principle of succession and perspectives in the formation of terminological skills and knowledge of the senior school pupils and students would be effective on condition of their regular and purposeful work with dictionaries, use of translation and editing professionally oriented texts of different styles and genres, writing different kinds of dictations and renderings (connected with their speciality) [2].

One of the main problems is the formation of professional language competence. The communicative activity approach demands a teacher to use the

activities on lectures that could allow students to develop the ability to form their opinions and to apply professional terms with consciousness and complete understanding. In this aspect students' professional and terminological competence has the significant importance. The module "Scientific communication" which is included in the course "The Ukrainian language" gives future specialists clues on how to be familiar with different linguistic situations and select linguistic means (especially professional vocabulary) consciously [1].

Therefore it is essential to set up motivational connections between a term and a denoted concept for students and pupils who use a term in oral and written forms. Consequently, pupils' systematic learning of terminology elements of a specific branch of science provides the formation of basic knowledge of terminological vocabulary according to the didactic principles which are aimed at the solution of specific tasks while mastering a subject. It provides the development and generalization of high professional and terminological competence that will assist in successful and professional personality development.

LITERATURE

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